



Agility,
Resilience and
Transformation
in Curriculum Design

DECART project report, deliverable D33, October 2025

DECART: Designing higher Education Curricula for Agility, Resilience & Transformation

DECART WP3: Leadership Development Workshops for Curriculum Transformation

Deliverable D33

October 2025



DECART LAIT 🥛 :
**tool for
Leadership,
Alignment,
Influence &
Transformation of
curriculums**



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Vilnius
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Leadership Development Workshops for Curriculum Transformation

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The tools for curriculum transformation in higher education presented here, were developed within the Erasmus+ project called DECART: Designing higher Education, Curricula for Agility, Resilience & Transformation.

DECART is a research and innovation project that involves an international cooperation partnership. Partner institutions are from France (IMT Atlantique), Germany (RWTH Aachen University), Iceland (Reykjavik University), Indonesia (Del Institute of Technology), Lithuania (Vilnius University) and South Africa (UKZN). The project aims to facilitate the sharing of innovative curricula and their volatile, uncertain, complex and ambiguous (VUCA) properties, develop curriculum cooperation modes that are resilient, strengthen leadership capabilities for driving curriculum transformation, and disseminate innovative curricula structures, curriculum design methods and leadership tools.

As part of Workpackage 3 on Curriculum Transformation in the DECART project, various tools for use in leadership development in higher education to facilitate curriculum transformation were developed. These leadership development workshops can be conducted in person, online or in hybrid mode, with academics, programme leaders, executive leaders, as well as with diverse stakeholders, within and outside higher education.

The tools presented include:

- Components of curriculum transformation
- Stakeholder analysis tools for curriculum transformation, including rich picture exercise, power analysis, and influence and interest matrix for curriculum transformation
- Curriculum transformation web
- Stakeholder engagement plan for curriculum transformation
- Leading curriculum transformation

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These tools have been found to be powerful in highlighting the importance of shifting from thinking about individual components to understanding systemic relationships and interdependencies in curriculum transformation. The activities also highlight the complexity of curriculum transformation, the need for creativity in addressing challenges, and the importance of involving multiple stakeholders in the process.

The different stakeholder engagement tools are critical in identifying the diverse stakeholders and understanding how they impact curriculum transformation. It is also important to understand the influence and interest of the stakeholders and the power dynamics within the educational system. The activities can facilitate collaboration, communication, and strategic engagement with stakeholders to facilitate change.

It is important to consider key leadership theories, needed for curriculum transformation, focusing on both leadership and followership. Ultimately curriculum transformation cannot be done by leaders alone. They need to create a conducive environment to enable, and not inhibit, curriculum transformation.



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ACTIVITY 1: UNPACKING CURRICULUM TRANSFORMATION

Objective: To understand the *what, why, how, who, when* and *where* of curriculum transformation, and the inter-relationships between the various components.

This activity can be done in 1.5 to 2 hours.

- It is suggested that the facilitator prepare MentiMeters to commence with, to serve as an ice-breaker, and to facilitate discussion.
- This will assist in starting to unpack the “What” component of curriculum transformation.
- The questions for MentiMeter are:
 - What is your understanding of curriculum transformation?
 - What disruptions have you experienced with respect to curriculum?
 - What challenges have you experienced with respect to curriculum transformation?
- Participants add in their responses.
- Share screen and allow time for participants to study the responses.
- Ask participants to take a screenshot, and reflect on what they see.
- If there is time, participants can work in groups to discuss the results of the Mentimeters.

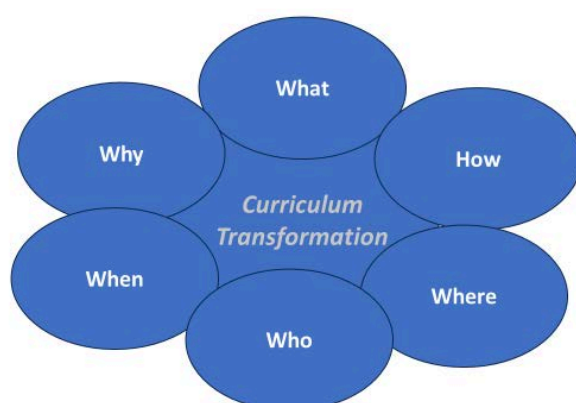
DELVING INTO UNPACKING CURRICULUM TRANSFORMATION

Figure 1: Components of curriculum transformation



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Inspired by the 5W1H model

Source: Gerwel Proches, Kanyangale, James & Rouvrais (DECART, 2025)

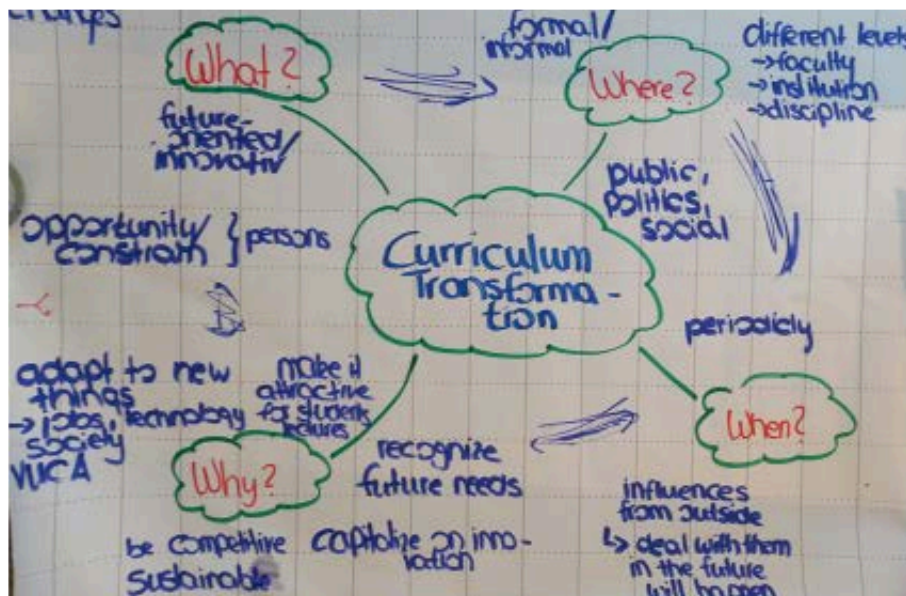
- As per Figure 1, the critical components of curriculum transformation that can be unpacked by participants are:
 - What do we mean by curriculum transformation?
 - Why should we engage with curriculum transformation?
 - How should curriculum transformation occur?
 - Who should be involved in curriculum transformation?
 - When should we do curriculum transformation?
 - Where should curriculum transformation happen?
- Ask participants to study the questions, then allocate one question per group (15-20 minutes).
- Participants should capture points on flipchart (see Figure 2 for examples).
- Participants will then present to everyone and share key points.
- When all groups have presented, ask participants to examine their flipchart again, and illustrate the relationships between the components (what, why, how, who, when and where).
- Ask participants to think of the connections in terms of a spider web, e.g. is it hierarchical, linear, cyclical, etc. Ask participants to explain the nature of the relationship (10-15 minutes).

Figure 2: Examples of Curriculum Transformation Components



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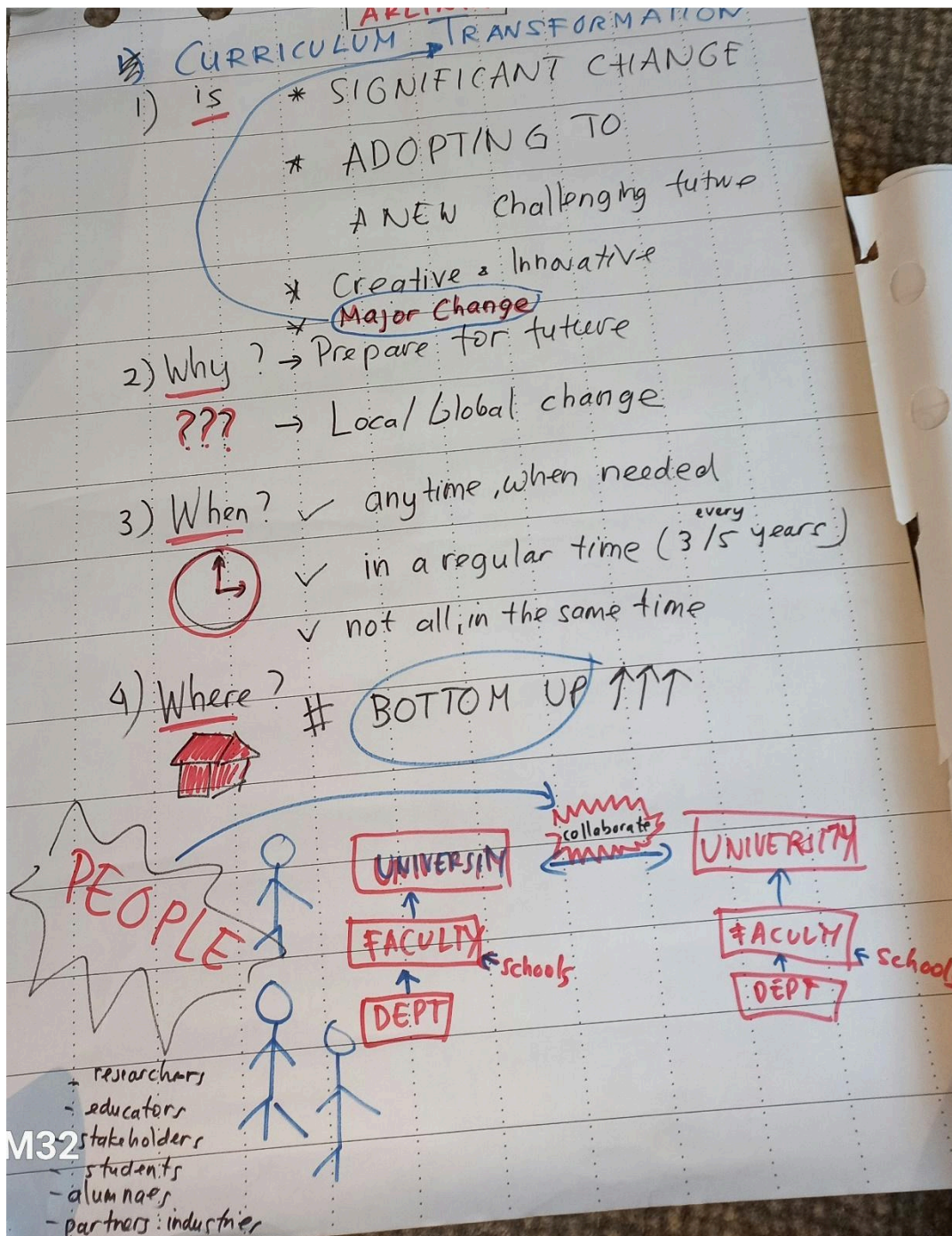


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ACTIVITY 2: CURRICULUM TRANSFORMATION STAKEHOLDER ANALYSIS

Objectives: To analyse and understand the stakeholders and their roles in curriculum transformation.

Can be done in 2 to 3 hours.

- It is suggested that the facilitator prepare MentiMeters to commence with, to serve as an ice-breaker, and to facilitate discussion.
- This will assist in unpacking the “Who” component of curriculum transformation.
- The questions for MentiMeter are:
 - Who are stakeholders who are involved in curriculum transformation?
 - How are the stakeholders involved in curriculum transformation?
- Participants add in their responses.
- Share screen and allow time for participants to study the responses.
- Ask participants to take a screenshot, and reflect on what they see.
- If there is time, place them in groups to discuss the “results” of the Mentimeters.

Rich picture exercise

- Ask participants to draw a rich picture to capture all the stakeholders (internal and external) involved in curriculum transformation (15-20 minutes).
- Rich pictures are best done using flipchart and markers, but may also be done online (see Figure 3 for examples).
- Ask participants to watch a short video, which explains how to draw a rich picture, and provides valuable tips - <https://learn1.open.ac.uk/mod/oublog/viewpost.php?post=221122>
- Find creative ways to depict the various stakeholders, e.g. students with a graduation cap, faculty with a laptop.
- Use as few words as possible.
- Use symbols and pictures to depict the stakeholders, and their interests and concerns.
- Use thought bubbles to indicate the interests and concerns.
- 1 rule for participants: “Don’t say, I can’t draw”.

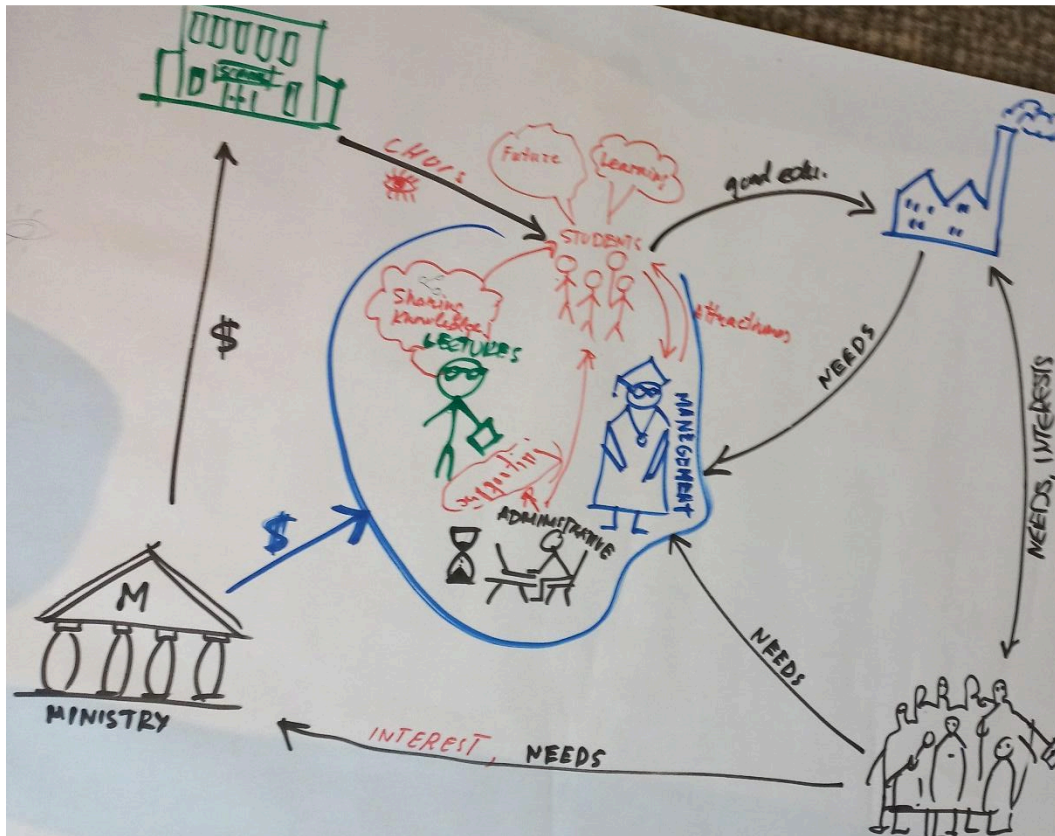
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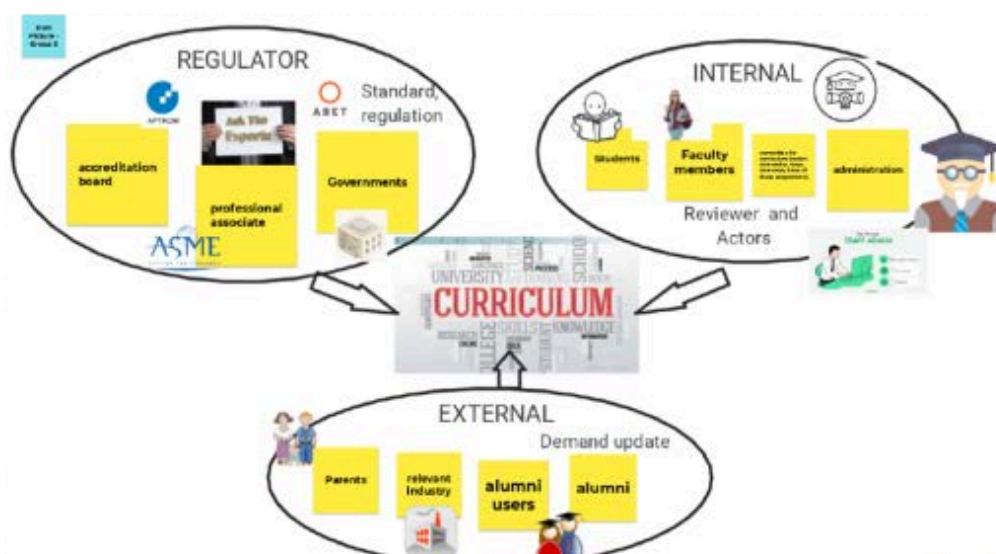
Figure 3: Examples of Rich Pictures focusing on Curriculum Transformation in Higher Education





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Analysis of internal and external stakeholders

- Ask participants to complete the tables provided in Figure 4 to assist in identifying the internal and external stakeholders, and their interests and concerns (10-15 minutes).
- This exercise can be done before the Rich Picture exercise, or as a stand-alone activity, should there not be enough time for the Rich Picture exercise.
- Examples are provided in Figure 5.

Figure 4: Identifying internal and external stakeholders for curriculum transformation

INTERNAL STAKEHOLDERS		
Stakeholder	Interests	Concerns

EXTERNAL STAKEHOLDERS		
Stakeholder	Interests	Concerns

Figure 5: Examples of stakeholder analysis

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INTERNAL STAKEHOLDERS (University)		
Stakeholder	Interests	Concerns
Students	Learning, Education, engaged, enjoy, get a job in the future	worry about future / being competitive / goal of life
Lecturers / Teachers	sharing knowledge, realisation of learning	worry about methods, tools being updated
Administrative staff	supporting teaching & learning processes, helpful	students // just in-time
Management staff / program leaders	support, attractiveness	make decisions, process management
Rector		

INTERNAL STAKEHOLDERS		
Stakeholder	Interests	Concerns
Educators	Teaching, Self development	AI, Quality, Inclusion, Equity
Program leaders	Planning, Decision, Policy, Improvement	Efficient, Accreditation, Relevance
Students	Learning, Employability, Networking	Employability, Competency, Well being
Rectorate	Policy, Planning, Reputation	Competition
Senators		
Councils		

EXTERNAL STAKEHOLDERS (outside of the university)		
Stakeholder	Interests	Concerns
Employers (Industry, Job Market)	moving prepared good/educated staff	up-to-date, competitive
Policy / State (Ministry)	Attractiveness / well-working education system	money / financial aspects / money
Society	functional society / well-being	acceptance of policy makers / strikes, crises...
Higher education system		
Schools	to have a choice	ability to join the system / preparedness of students

EXTERNAL STAKEHOLDERS		
Stakeholder	Interests	Concerns
Government	Education & Research, Quality	Education & Research
Society	Well being, Progress	
Industry	Workforce, New Ideas	
Accreditation Body	Quality	insufficient skilled graduates, Quality Quantity

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ACTIVITY 3: INFLUENCE AND INTEREST OF STAKEHOLDERS IN CURRICULUM TRANSFORMATION

Objectives: To analyse interest and influence of the stakeholders in curriculum transformation.

Can be done in 1.5 to 2 hours.

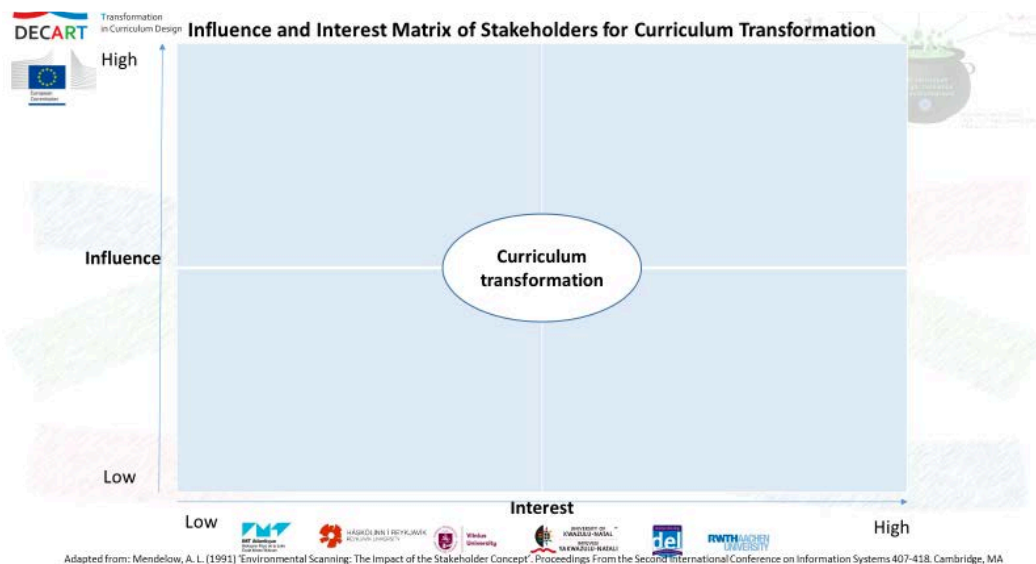
- Ask participants to complete the Influence and Interest Matrix (Figure 6), based on the stakeholders that were identified in the previous activity.
- Key definitions from Cuofano (2024) are included to assist participants.
 - Influence denotes the ability of stakeholders to shape or impact the outcome of a project, decision or initiative.
 - Influence stakeholders possess authority, resources or persuasive skills that enable them to exert significant control or sway over key aspects of a project or an issue.
 - Interest represents the degree to which stakeholders are personally invested or affected by the project, decision or initiative.
 - Stakeholders with high interest are deeply engaged and directly impacted by the outcome.
- Ask participants to also consider the differences between power and influence.
- Participants then present and share their analysis.
- See Figure 7 for examples.

Figure 6: Influence and Interest Matrix for Stakeholders for Curriculum Transformation



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Source: Adapted from Mendelow, A. L. (1991) 'Environmental Scanning: The Impact of the Stakeholder Concept'. Proceedings from the Second International Conference on Information Systems 407-418. Cambridge, MA.

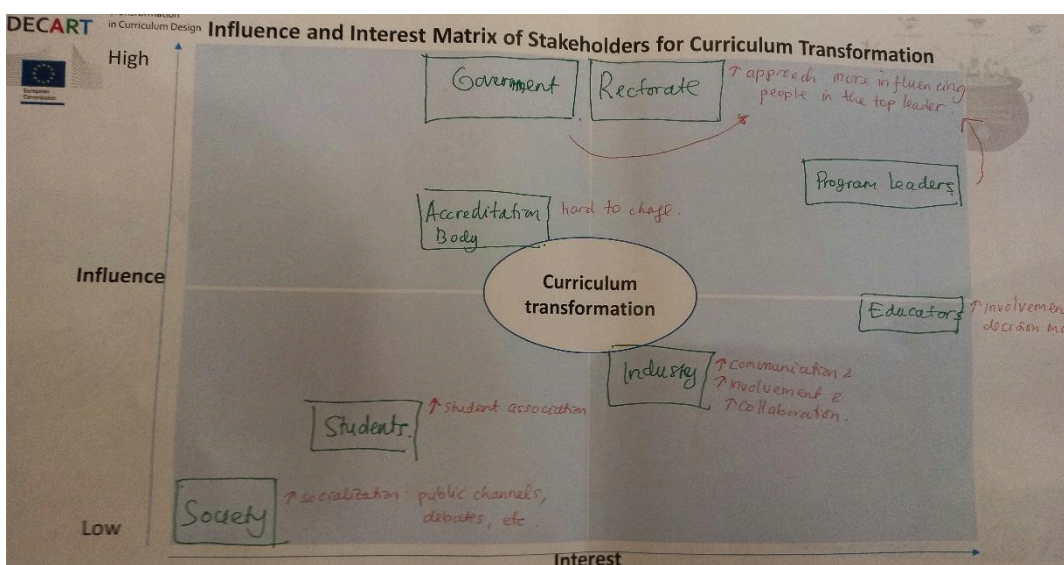
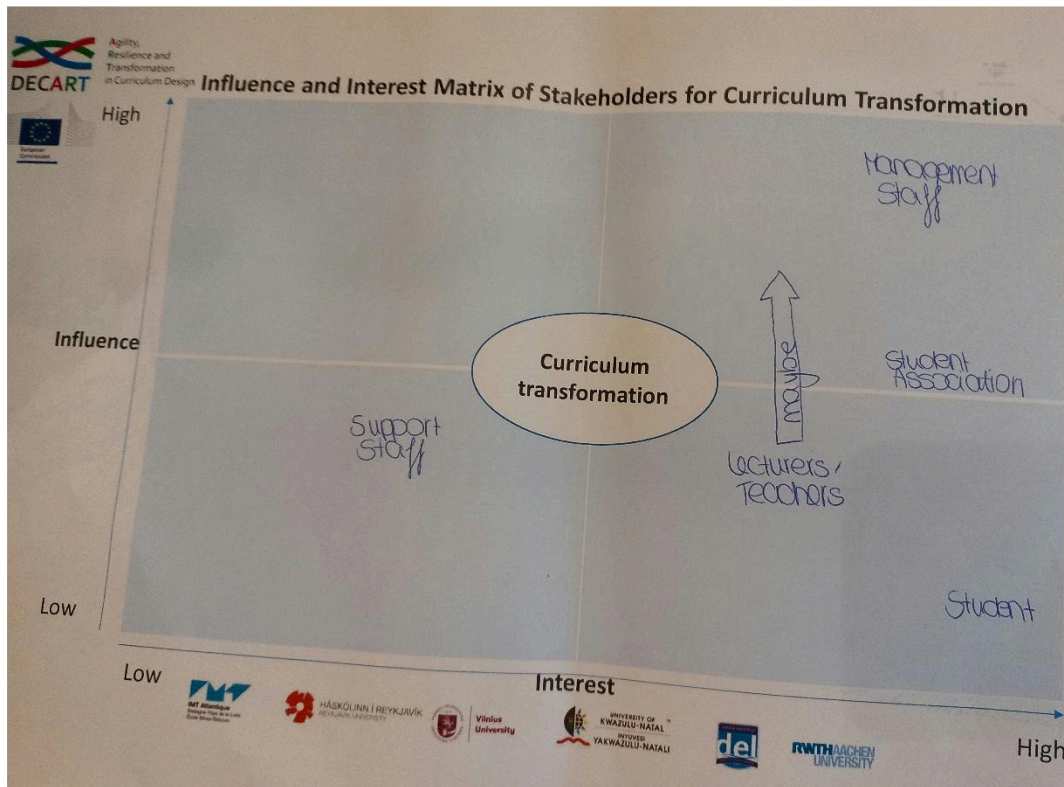
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Figure 7: Examples of Influence and Interest Matrix



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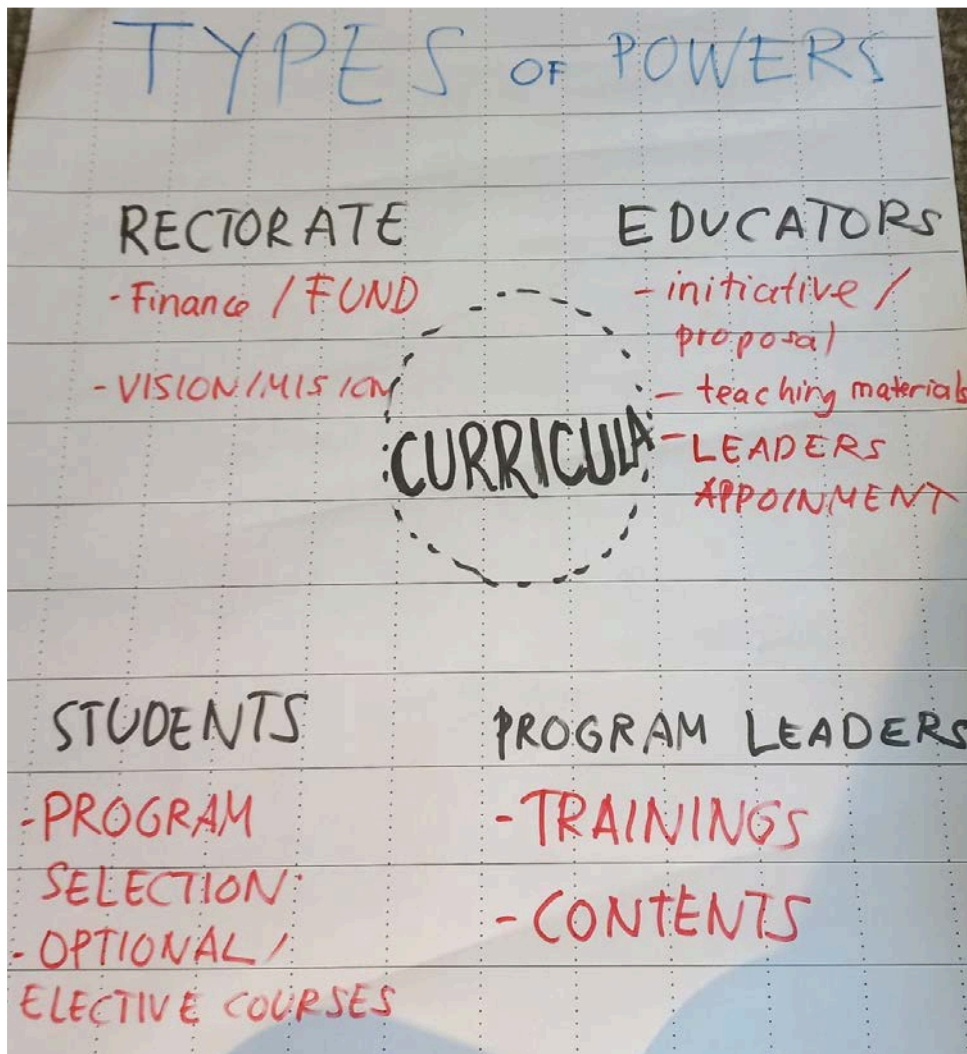
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Power analysis

- Ask participants to identify the types of power within Higher Educational Institutions (10-15 minutes).
- Ask participants how the different types of power can be used for curriculum transformation.
- This could be relevant for different stakeholders in HEIs, e.g. academics, programme leaders, researchers, administrators, executive leaders.

Figure 8: Examples of Power Analysis

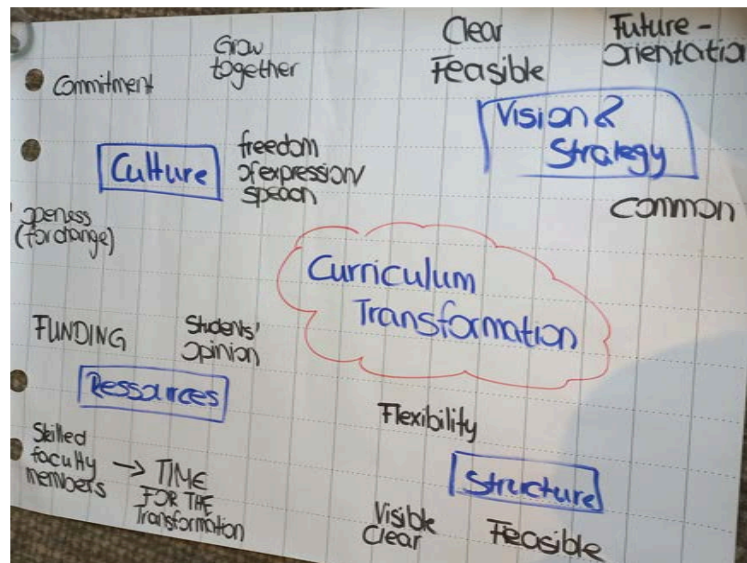




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Figure 10: Example of Analysis of Components of Curriculum Transformation Web



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ACTIVITY 5: STAKEHOLDER ENGAGEMENT PLAN FOR CURRICULUM TRANSFORMATION

Objective: To develop a stakeholder engagement plan for curriculum transformation.

This activity can be done in 1.5 to 2 hours.

- Using the stakeholder engagement plan as outlined in Figure 11, ask participants to identify 1 key internal and 1 key external stakeholder in the curriculum transformation process, and complete the plan. This exercise is critical to have stakeholders thinking of action plans.
- The stakeholder engagement plan allows participants to think of the influence and interest of stakeholders, the communication, risks, resources, and metrics for monitoring and evaluation.
- Participants can work in groups or individually.
- An example of provided in Figure 12.

Figure 11: Stakeholder engagement plan for curriculum transformation

Stakeholder Engagement Plan For Curriculum Transformation

Identify 1 key internal and 1 key external stakeholder in the curriculum transformation process, and complete the stakeholder engagement plan below for the stakeholder that you have selected

Stakeholder	Influence level	Interest level	Desired stakeholder outcome	Communication				Risks	Resources	Metrics for Monitoring & Evaluation
				Key message	Channels	Frequency	Information type			
	Very high	Leading								
	High	Supporting								
	Medium	Neutral								
	Low	Resistance								
	Very low	Unaware								
	Very high	Leading								
	High	Supporting								
	Medium	Neutral								
	Low	Resistance								
	Very low	Unaware								

Adapted from <https://asana.com/resources/stakeholder-engagement-plan-template>

Channels

- Digital channels – social media, email, website, blogs, messaging apps, Whatsapp
- Traditional channels – print media, brochures, broadcast, direct mail
- Interpersonal channels – face-to-face/virtual meetings, conferences, video-conferencing, networking events
- Other channels – launch or webinar

Other events – public relations, media or press releases, partnerships

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Figure 12: Stakeholder engagement plan for curriculum transformation

DECART WP3: Curriculum Transformation

Identify 1 key internal and 1 key external stakeholder in the curriculum transformation process, and complete the stakeholder engagement plan below for the stakeholder that you have selected

Stakeholder	Influence level	Interest level	Desired stakeholder outcome	Communication			Risks	Resources	Metrics for Monitoring & Evaluation
				Key message	Channels	Frequency			
Students	Very high	Leading	Interested smart students from your preparation for job support.	social media network and events PR	once a year	Banking Accreditation opportunities	not enough students	communication changes	number of students quantify quality
	High	Supporting							
	Medium	Neutral							
	Low	Resistance							
Very low	Unaware								

Stakeholder	Influence level	Interest level	Desired stakeholder outcome	Communication			Risks	Resources	Metrics for Monitoring & Evaluation	
				Key message	Channels	Frequency				
Industry	Very high	Leading	opportunity prepared your job-market oriented students	we see your needs we prepared students	Digital PR Net-work	often two or three times a year	content capabilities of students	outdated curriculum must change	communication network ing	number of placement
	High	Supporting								
	Medium	Neutral								
	Low	Resistance								
Very low	Unaware									

Channels

- Digital channels – social media, email, website, blogs, messaging apps, Whatsapp
- Interpersonal channels – face-to-face/virtual meetings, conferences, video-conferencing, networking events
- Other events – public relations, media or press releases, partnerships

Traditional channels – print media, brochures, broadcast, direct mail

Other channels – launch or webinar

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DECART WP3: Curriculum Transformation

Identify 1 key internal and 1 key external stakeholder in the curriculum transformation process, and complete the stakeholder engagement plan below for the stakeholder that you have selected

Stakeholder	Influence level	Interest level	Desired stakeholder outcome	Communication			Risks	Resources	Metrics for Monitoring & Evaluation	
				Key message	Channels	Frequency				
Students	Very high	Leading	Involving AI in teaching & learning.	AI involve ment	Digital channels	high	AI as working buddy/ advisor	Medium	Training & Access	Quantity : # of participants Quality : skills / Competences in AI subject matter & in using AI.
	High	Supporting								
	Medium	Neutral								
	Low	Resistance								
Very low	Unaware									

Stakeholder	Influence level	Interest level	Desired stakeholder outcome	Communication			Risks	Resources	Metrics for Monitoring & Evaluation	
				Key message	Channels	Frequency				
Industry	Very high	Leading	as above	as above	Interpersonal channels Public Relations	Medium	as above	high	Public Relations	(AI skilled graduates) quality & quantity
	High	Supporting								
	Medium	Neutral								
	Low	Resistance								
Very low	Unaware									

Channels

- Digital channels – social media, email, website, blogs, messaging apps, Whatsapp
- Interpersonal channels – face-to-face/virtual meetings, conferences, video-conferencing, networking events
- Other events – public relations, media or press releases, partnerships

Traditional channels – print media, brochures, broadcast, direct mail

Other channels – launch or webinar

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ACTIVITY 6: LEADING CURRICULUM TRANSFORMATION

Objective: To explore the complexities of leadership in curriculum transformation, to develop leadership capabilities to influence curriculum transformation

This activity can be done in 2 to 3 hours. Any parts of the activity can be done, as per time schedules, or all aspects.

- It is suggested that the facilitator prepare MentiMeters to commence with, to serve as an ice-breaker, and to facilitate discussion.
- This will assist in starting to unpack the role of leadership in curriculum transformation.
- The questions for MentiMeter are:
 - How does leadership enable curriculum transformation?
 - How does leadership inhibit curriculum transformation?
- Participants add in their responses.
- Examples are provided in Figure 13.
- Share screen and allow time for participants to study the responses.
- Ask participants to take a screenshot, and reflect on what they see.
- If there is time, participants can work in groups to discuss the results of the Mentimeters (15-20 mins).
- Participants can then develop action plans for Higher Education leaders to enable curriculum transformation (15-20 mins).
- Participants can then focus on identifying leadership styles (example in Figure 14) that would facilitate curriculum transformation (15-20 mins).
 - Participants can first watch a video which elaborates on key leadership styles -
<https://www.youtube.com/watch?v=XKUPDUDOBVo>
- Participants can then be introduced to the DAC (Direction, Alignment and Commitment) model, which can serve as a powerful tool to develop leadership capabilities to facilitate curriculum transformation.
 - Participants can read up on the DAC model -
<https://www.ccl.org/articles/leading-effectively-articles/make-leaders-hip-happen-with-dac-framework/>
 - Participants can also do a self-assessment -
<https://www.ccl.org/insights-research/direction-alignment-and-comm>

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[itment-assessment/](#) and then work together as a group to focus on developing actions in areas that require improvement.

Figure 13: Example of how leadership enables and inhibits curriculum transformation

How does leadership enable curriculum transformation?



How does leadership inhibit curriculum transformation?

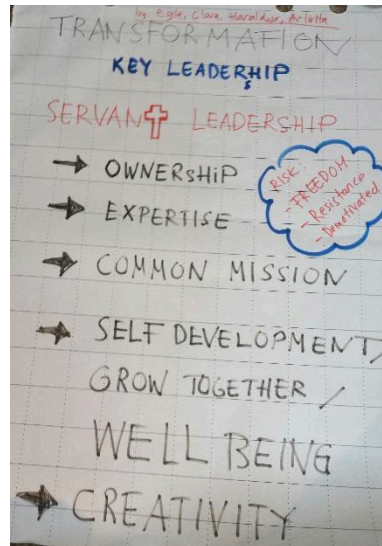


Figure 14: Example of analysis into leadership styles to enable curriculum transformation



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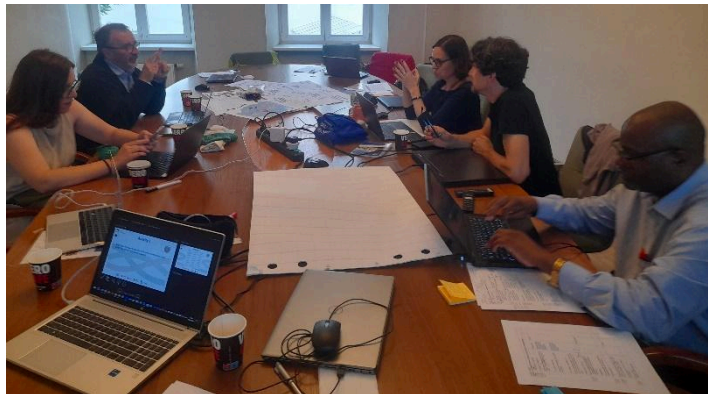


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DECART WP3 Leadership Development Workshops (Developing, Testing and Refining Curriculum Transformation Tools)

DECART IPHE 3, Vilnius, Lithuania, July 2025



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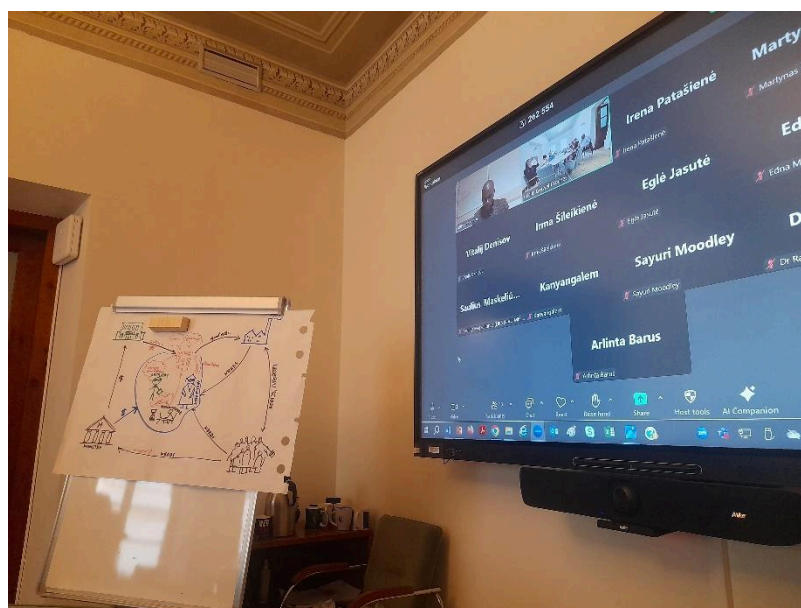
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Curriculum Design & Transformation Workshop, University of Zululand, 30 May 2025



Curriculum Design & Transformation in a VUCA World



Join us for an interactive workshop where we will firstly explore key components to construct an agile curriculum canvas that integrates Volatile, Uncertain, Complex and Ambiguous (VUCA) like events impacting curricula, in the age of disruption. We will then examine the role of stakeholder engagement in facilitating curriculum transformation, and the leadership approaches required to enable transformation.

This work is part of the DECART (Designing Higher Education Curricula for Agility, Resilience, and Transformation) project, a EU funded Erasmus+ Cooperation partnership in higher education, www.decartproject.eu, n°2022-1-FR01-KA220-HED-000087657. DECART is a research and innovation project, and involves an international co-operation partnership. Partner institutions are from France (IMT Atlantique), Germany (RWTH Aachen University), Iceland (Reykjavik University), Lithuania (Vilnius University), Indonesia (Del Institute of Technology) and South Africa (UKZN). The project aims to facilitate the sharing of innovative curricula and their VUCA properties, develop curriculum cooperation modes that are resilient, strengthen leadership capabilities for driving curriculum transformation, and to disseminate innovative curricula structures, curriculum design methods and leadership tools.

University of Zululand
30 May 2025
10:30am - 2:30pm



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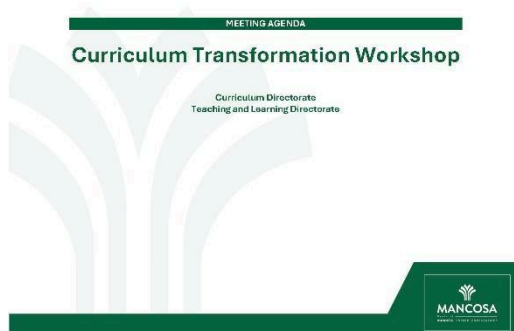
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Leading Curriculum Transformation Workshop, Management College of South Africa (MANCOSA), 11 September 2025



Date	11 September 2025
Time	09:00 to 11:00
Venue	Dr Chota Motale Auditorium, Second Floor, School of Education Building

No.	Items	Person Responsible
1.	Welcome	Prof Saritha Beni Mr Razack Uddin
2.	Curriculum Transformation Workshop	Prof Angela James Prof Cecile Gerwel Proches
3.	Closure	Prof Saritha Beni Mr Razack Uddin

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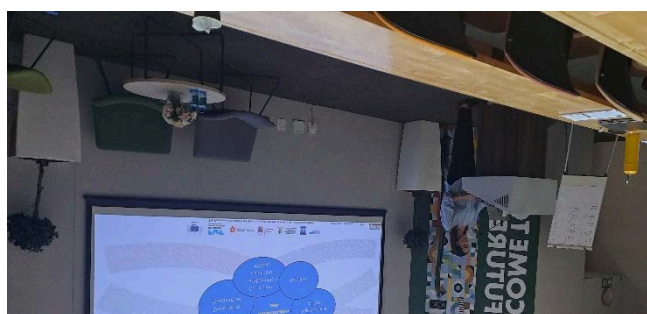
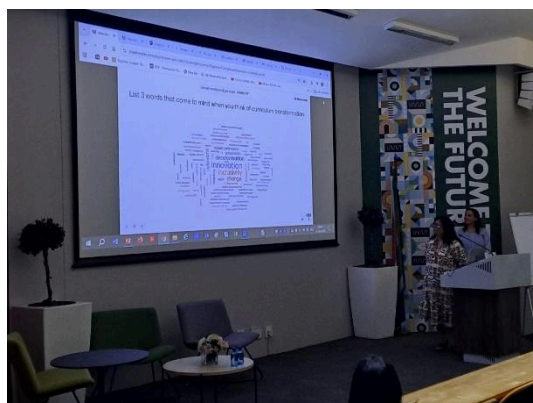
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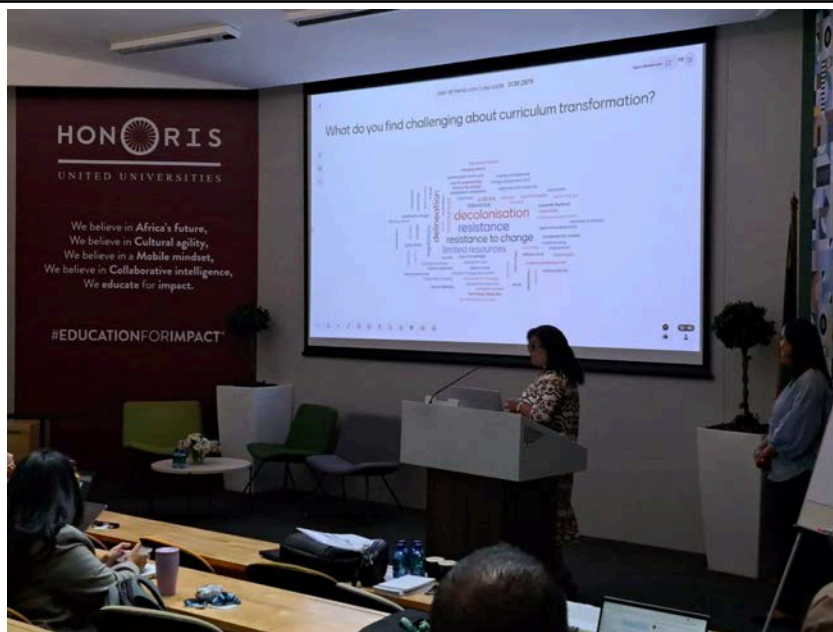
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Leading Curriculum Transformation Workshop, UKZN, 28 May 2025



The University Teaching and Learning Office
Cordially invites you to a workshop on

UNPACKING STAKEHOLDER ENGAGEMENT IN CURRICULUM TRANSFORMATION

10h00 - 12h00

28 May 2025

Edgewood Campus, A101

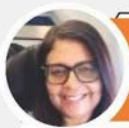
CLICK TO REGISTER

ABOUT THE WORKSHOP

Join us for an interactive workshop where we explore the role of stakeholder engagement in facilitating curriculum transformation. We engage in a stakeholder analysis exercise, and focus on how to promote meaningful stakeholder engagement, which has been found to be especially critical in the curriculum transformation process. We also analyse stakeholder power, influence and interest.

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MEET THE FACILITATORS



PROFESSOR ANGELA JAMES

Professor Angela James is an Associate Professor based in the School of Education, University of KwaZulu-Natal. She is the Academic Leader: Community Engagement and has over 30 years teaching and community engagement experiences and over 20 years research in the schooling, tertiary and adult education sectors.

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PROFESSOR CECILE GERWEL PROCHES

Professor Cecile Gerwel Proches is an Associate Professor based in the Graduate School of Business and Leadership, University of KwaZulu-Natal. Her teaching, research, and supervisory interests include leadership, organisational behaviour, and change management.



PROFESSOR MACDONALD KANYANGALE

Professor MacDonald Kanyangale is an Associate Professor based in the Graduate School of Business and Leadership, University of KwaZulu-Natal. His areas of research interest include strategy-as-a practice, strategic leadership, and sustainable leadership in organisations.



Scan the QR
Code to Register

Contact Us: utlo@ukzn.ac.za

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Leading Curriculum Transformation Workshop, UKZN, 27 August 2025

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Curriculum Transformation Workshop

Join us for an interactive workshop where we explore the key components of curriculum transformation, and then delve into and navigate the curriculum transformation web.

Facilitators: Prof Cecile Gerwel Proches & Prof Macdonald Kanyangale

Wednesday, 27 August 2025, 10am – 1pm
Knowledge Café, UKZN, Westville Campus



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Curriculum Transformation Workshop, 13 May 2024, online



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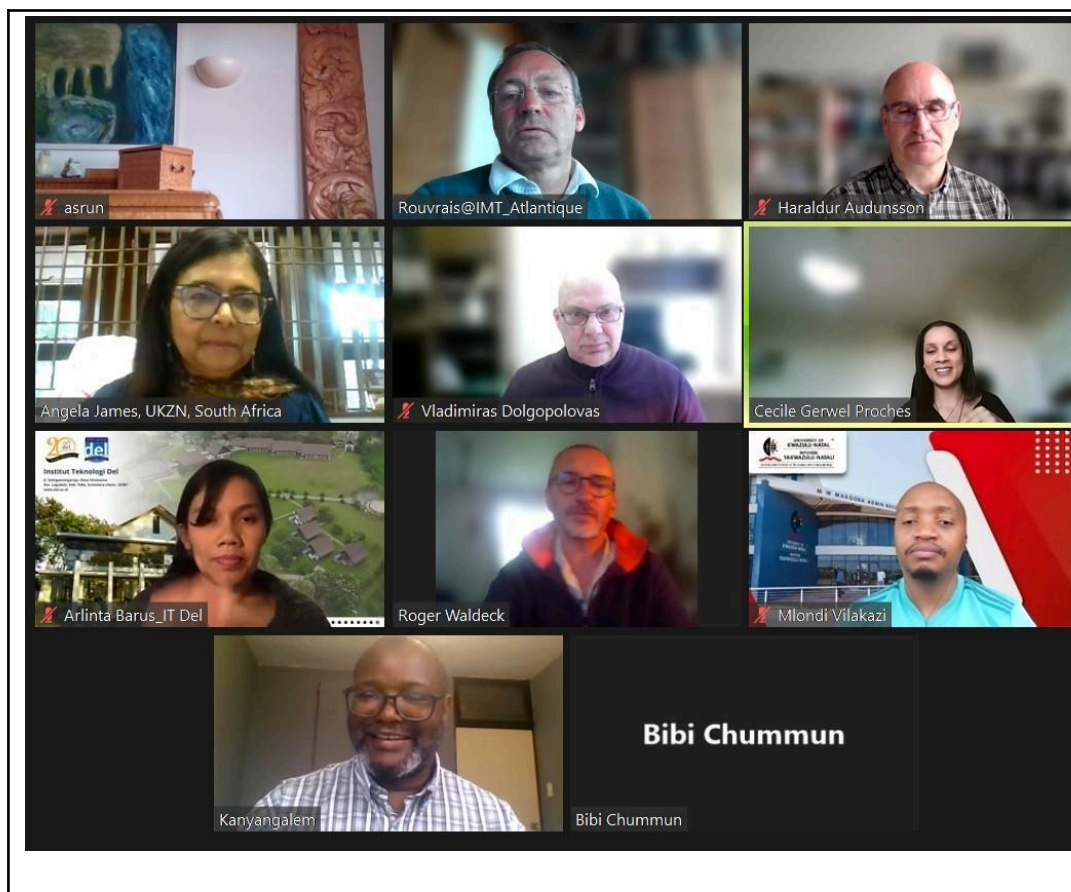
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Curriculum Transformation Workshop, 13 May 2024, online











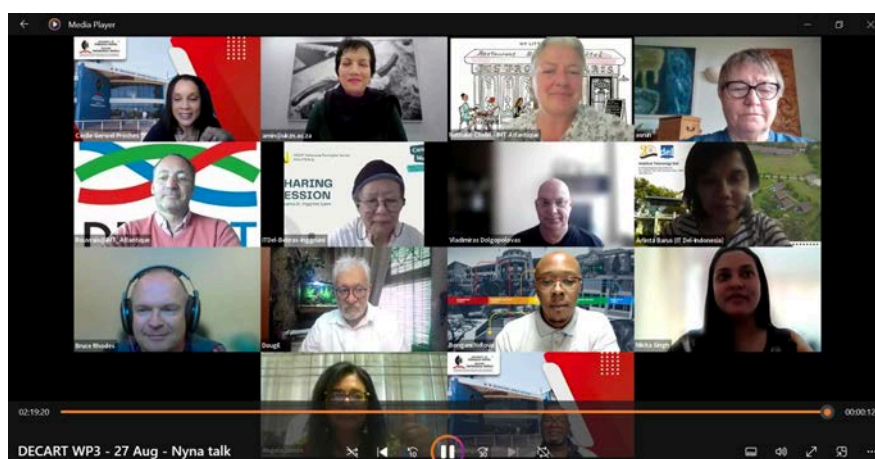
Unravelling curriculum transformation



Join us for an interactive workshop on curriculum transformation. Prof Nyna Amin, Interim Director: Teaching & Learning of the UKZN Teaching and Learning Office, will deliver a presentation, followed by interactive discussions. The presentation problematises the notion of curriculum transformation, explores its complexities and challenges, examines the curriculum as an intervention that shapes individuals through ideology and social norms, and asks whose interests are served in this process. Key questions include: Is the transformation a complete overhaul or an incremental change? How do we deal with hidden and null curricula? How do educational goals influence curriculum design? Whose knowledge is prioritised and why? The presentation will also address the competing interests in curriculum redesign and the challenges of reconciling the different worldviews of teachers and students.

27 August, 10:00 - 13:00 (SAST)
Join Zoom Meeting
<https://ukzn.zoom.us/j/94934811792?pwd=9ay8306abwMWQ6l0SDcrstYDu5guJ.1>
Meeting ID: 949 3481 1792
Passcode: 322256



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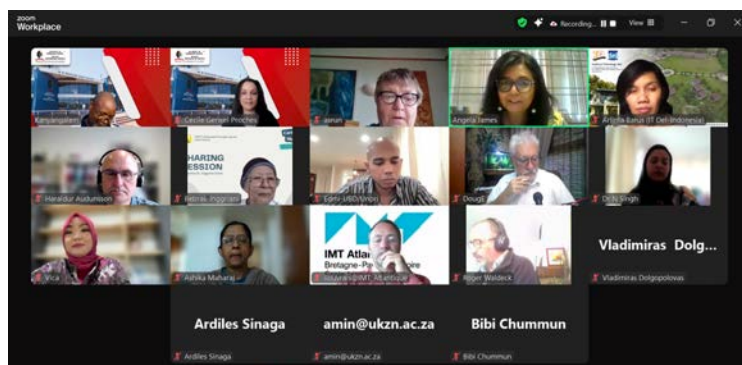
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DECART WP3 Team Celebrating #ErasmusDays 2025

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